

THE IMPLEMENTATION OF STORY GRAMMAR STRATEGY IN TEACHING NARRATIVE TEXTS FOR VIII GRADE STUDENTS AT MTs AL MA'ARIF TULUNGAGUNG

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Abstract: Reading is one of English skill. In reading the teacher needs strategies to make their students interest reading English in second language. The teacher must be creative to choose the strategies in teaching reading comprehension, so their students will feel enjoy in reading class. In this research, the researcher wants to know about Story grammar strategies used by the teacher in teaching Narrative reading comprehension of VIII grade students of MTs Al Ma'arif Tulungagung.

Research finding from the implementation of story grammar strategy that the researcher get in teaching narrative text at MTs Al Ma'arif Tulungagung are 1) The teacher asks the students if they remember how stories usually start. 2) The teacher show a wall chart with story grammar maps and tell the students that most stories have many parts. Ask the students to identify each part in the story. 3) The teacher give practice time, students must tell the other story in front of the class. Meanwhile related to the advantages of reading that the researcher got from the observation in classroom and interview the teacher are 1) Bring joy to reading 2) Enhances the meaning with mental imagery 3) Strengthens a reader's relationship to the narrative text 4) Stimulates the imaginative thinking 5) Allow readers to create mental images from words to text 6) to train the ability to think 7) Improving comprehension 8) Add insight and knowledge 9) Sharpen the ability to write 10) Support the ability to speak in public 11) Improve concentration. This result of the study come from the classroom activity in reading comprehension, the teachers can know how far their students to know comprehend students ability in reading narrative text with teachers strategy.

Keywords: Reading comprehension, Narrative, Story Grammar.

As the reading skill is very important in the education field, students need to be exercised and trained in order to have good reading skill. Nasution (2009:2) stated that people learn to read their first language in a wide variety of circumstances. Children are prepare for reading at an early age by listening to stories, being read to, and interacting with adult and others about the stories they hear. The basic life skill of reading is cornerstone for success in both school and life. They further stated that without the ability to read well, people will lose opportunities or personal fulfillment and job successes. Without the ability to read, a person might not be able to know that this world really large, not just like a small of peace of paper. We can know everything by reading, we cannot get lost

when we can read the instruction on the way. We cannot eat harem food when we can read the composition of the food. We can understand what people mean when we can read, and the other problem in our life.

Reading is the comprehending from print. Moreover, comprehension relies on the mastery of decoding, students who struggle to decode find it difficult to understand and remember what has been read. Judy Willis (2008: 126) stated that the students do learn to understand the individual words they read in texts, new brain area need stimulation and practice to recall the words long enough to understand complete sentence. Reading is one of ways to study English language. Furthermore, it has an important part in teaching learning process because by reading, students will enlarge their vocabulary directly. Grabe and Stoller (2002: 9). Reading process in second language are similar to those acquired in the first language in that they call for knowledge of sound or symbol relationships, syntax, grammar and semantic to predict and confirm meaning (Michael O'Malley and Lorraine V, 1996: 94). As we know in our language, second language readers use their background knowledge regarding the topic, text structure, their knowledge of the world and their knowledge of the print to interact with the printed page and make prediction about it.

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality

A teacher must give suitable and interesting strategy related to students' condition. This strategy is expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purpose. Here, the teacher of MTs Al Ma'arif used Story Grammar Strategy to comprehend a narrative story. Story Grammar Strategy is a framework to help students in analyzing the main character, setting, problem, events, solution assist students to outline a story (Kimly A. murza, 2010). So, Story Grammar can develop reading comprehension of story. For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Kustaryo (1988:2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only read the text but also their experience to comprehend it.

METHODOLOGY

This study uses qualitative research as an umbrella term refers to several research strategies that share certain characteristics. The data collected has been termed soft. That is rich in description of people, place and conversation and not easily to handle by statistic procedure. The best known representative of qualitative research and those that most embody the characteristic we just touch open are participant observation and in- depth interviewing (Robert,1982:2)

The open-ended nature of the approach allows the subject to answer their own frame of the reference rather than from one structured prearranged questions. A case study is a detailed examination of one setting, case studies vary in their complexity, both novices and experienced researchers do them, but characteristically they are easier to accomplish than multi- site or multi- subject studies. The general design of case study is represented by a funnel. The start of the study is wide end, the researchers scout for possible place and people that might be subject or the data of the source. In this research the researcher uses descriptive study with qualitative approach because the researcher merely searched for accurate information about teaching strategy in reading comprehension. Qualitative research is based on the criteria, having one natural much concern with utterances or words as the analyzing the data rather than the number and analyzing the data inductively. They are directed toward determining the of situation, as it exist at the time of the study. In this study the subjects of study were students and teacher from MTs AL Ma'arif Tulungagung. The main subject are teacher that teaching in eighth grade used story grammar strategy in teaching reading comprehension in narrative text MTs AL Ma'arif Tulungagung. The researcher choose the subject at eighth grade because it suitable with the narrative text material in this semester. In the process of selecting subject, the researcher discussed it with the teachers in MTs AL MA'ARIF Tulungagung that used many strategies in teaching reading.

FINDINGS

A. The Practices in Teaching Narrative Texts by Using Story Grammar

Strategy

This section presents the practices in teaching narrative texts by using story grammar strategy. The teacher teaches presentation in the classroom and insert story grammar to make the students want to read and like reading, especially in narrative. A matter of fact all of students in this era do not like to read. It is one of the reasons why the teacher uses the story grammar strategy in MTs AL MA'ARIF Tulungagung. There are the steps that teacher with his students do in the classroom like as field note on 3rd february 2016 at 09.30. Teachers give students instruction:

1. The teacher asks the class if they remember how stories usually start (one upon time, long time ago, etc.). And how they usually finish (they lived happily ever after, they were happy forever, etc.)
2. The teacher asks Show a wall chart with story grammar maps and tell the students that most stories have many parts. Ask them to identify each part in the story told them. Explain each part of the model and left their identify it with the story. For the students what must do and say, the teacher gives an outline.
3. For the third section teacher give practice time, students must tell the other story. After defied the class in to some of group teacher select one person to retell the story in front of the class. Let the students know that the outline is only to help them keep the information is an organized way, but that they do not have to use the labels when retelling the story they should tell everything they remember about the story. While one student is retelling the story, the other student should be listening carefully to check of the version contains all the elements of the story.

The teacher used story grammar to make all of students know that reading is not bored and difficult. He show to all of the students that reading is enjoy as far as they know what the purpose and what they get from the story that they read. Reading is something sweet activity when they are knew, reading is like we go to traveling. As far as we go to understanding, we felt want to read again. How important it like as when we want to eat every day, need supplement for our brain to make it grow and grow. This is the story grammar map:

Story Grammar Map		
Name of the story:		
Character	Place	Time
<div style="text-align: center; margin-bottom: 10px;">Theme</div> <div style="border: 1px solid black; height: 25px; width: 80%; margin: 0 auto;"></div> <div style="text-align: center; margin-bottom: 10px;">Episode/ Plot</div> <div style="border: 1px solid black; height: 25px; width: 80%; margin: 0 auto;"></div> <div style="text-align: center; margin-bottom: 10px;">Resolution</div> <div style="border: 1px solid black; height: 25px; width: 80%; margin: 0 auto;"></div>		

B. The Result of Teaching Reading Using Story Grammar Strategy

The result of the study concluded that story grammar strategy that used in teaching reading comprehension narrative text is very useful for students. From the interview with the teacher the researcher know what the parameter from the teacher how far the students know about narrative reading comprehension text by story grammar strategy. The teacher know and give appraise from students activity in the classroom, the task that the teacher given, quiz and how students can make their own narrative story appropriate with the component of the narrative. This Story grammar strategy that teacher used in their classroom can build the students fight in reading classroom. The teacher said in the interview on January 28th 2016:

When I used story grammar strategy, the students more enthusiasm in reading classroom. Some of them have low comprehend in reading, but when they have pretension to know, they are go one step to comprehend what they read.

The students who have different ability in comprehending reading, it make the teacher must know what the suitable strategy and how the strategy must be applied in this classroom. As a good teacher, the teacher knows what he must do to his students who come from different level of ability and understanding in the subject.

The other result that the teacher gets many advantages from using story grammar strategy to make their students' comprehension in their reading narrative text. The advantages are: a) bring joy to reading b) enhances the meaning with mental imagery c) Strengthens a reader's relationship to the narrative text d) Stimulates the imaginative thinking e) allow readers to create mental images from words to text f) to train the ability to think g) improving comprehension h) add insight and knowledge i) sharpen the ability to write j) support the ability to speak in public k) improve concentration. This result of the study come from the classroom activity in reading comprehension, the teachers can know how far their students to know comprehend students ability in reading narrative text with teachers strategy.

C. Advantages Using Story Grammar Strategy

From this selection data from teacher especially in eighth grade his students got advantages of reading. The researcher got more information about the advantages of story grammar strategy that used by teacher from the interview and observation on the classroom.

1. Bring joy to reading. Not all of the reading activity make our brain tired and always need concentration. Reading can bring joy, because when the students read and get idea and open their mind to do everything that make joyful. For example when the students reading

humor and funny story they will smile and laugh. Like as the students said in the interview on 03rd February 2016 at 09.30. *I like reading class because reading activity in the class has variation; my teacher gives question before we read. Then he give instruction what must we do after we read the text.* From this statement the researcher know that many variation in teaching make students feel enjoy and understand what they read.

2. Enhances the meaning with mental imagery. When the students like in reading, they will product much of the stimulus in their imagination. Automatically their brain will be save much of the information from what they read and the students will be enhancing the meaning from what they read in every sentence. The students will be happy when they must read in the classroom although in crowded situation because they have discuss the material like as what the students said in the interview on 03rd February 2016 at 09.30. *We can crowded in the classroom discus about the story that will we tell in front of the class. I so happy when reading and tell what we read. We can get new word, new vocabulary, improve our skill in understanding in reading and in speaking. Increase our new knowledge and make us like in reading, because reading is joyful and useful activity. I can enhance my imagery.*
3. Strengthens a reader's relationship to the narrative text. Reading can build the relationship between the reader and the text, when the students read in narrative text they will know more what the element, step, content and all of about narrative text. So, the students that read will be have strengthens relationship to the narrative text. The researcher get the data that story grammar can make strengthens a reader's relationship to the narrative text from the field note January, 27th, 2016 at 09.30. Many elements in the stories that must to knew, especially in narrative text. The teacher used framework to make the story can show what the content in the story with 5W 1H (What, Who, Where, When, Why, How) to know the setting, characters, problem, action, resolution and theme from the story. The material that used in the classroom is narrative text. The elements that they know from the narrative text can make the students understanding what they read. They can strengthens their understanding from the text that they read.
4. Stimulates the imaginative thinking. Activity in reading is like as transcriptions, when the students read a story they will think what the story about. In reading the goal of this teaching is the students understanding the total meaning of reading selection, but not all of them can understand with what they read. The following is the result interview with English teacher on January 28th 2016. *The first reasons are the students like in this story about narrative text. The second reason, I used story grammar strategy that suitable with the theme*

narrative text. Third can Stimulates the imaginative thinking In story grammar strategy guide the students to build their main mapping and frame work when they are reading in their brain. So in this situation, they can understand narrative text story that they read in the text. When they want to know the continuance from this story they will think and the stimulates the imaginative thinking will be work in students brain. It make the students imaginative thinking work and grow.

5. Allow readers to create mental images from words to text. Good reader is they are who know the purpose of reading. When we are as a teacher and ask our students to read. They must know what for they read to answer the question, understanding the meaning or to analysis the content. When they are know what the purpose in their reading activity they will create mental images from words to the text, what the meaning and can conclusion from the text that they read. From field note on 27th, 2016 at 09.30 In this story grammar strategy the students not only reading, but also they show the content of the narrative text story. To make effective classroom, the teacher used presentation to the students. All of students know what the purpose of reading from story grammar strategy.
6. To train the ability of thinking. The brain is like a sword, the more will be more sharply honed. The converse if not sharpened, will also be blunt. Is an effective tool to sharpen the brain? The teacher answer is read. In this way the brain will grow stronger. Read the book as much as possible. According to experts, the advantage of reading the book can provide a pleasant effect for our brains. Reading can make the habitual in thinking like as the observation in the classroom on 27th January 2016. Reading also helps improve cognitive skills and increase vocabulary.
7. Improving Comprehension. A concrete example of this benefit much felt by students as well as students. Where reading can improve comprehension and memory, which initially did not understand becomes clearer after the reading. The logic is simple, the student or students may not understand the subject matter / college if they did not read. *Most of them have good enthusiasm in story grammar strategy, the students can make clear about the elements in a story appropriate in their understanding from the story that they read. I think, in this strategy they will not boring. In this story grammar strategy the students not only reading, but also they show the content of the narrative text story. To make effective classroom, I used presentation to the students. So all of the students will be have same opportunity to read and tell to all of their friends about the story that they read in oral language.* The result of Interview on January 28th 2016 , good enthusiasm will easy to improving the students comprehension. It is

clear that reading was very instrumental in helping someone to improve their understanding of a substance / material being studied.

8. Add insight and knowledge. Benefits of this one probably we've heard since we were kids. We certainly remember how many times we remind teachers that reading is a means to open up the world. With a lot of insight and knowledge, we will be more confident in looking to the world. This knowledge that the students get from the text they read like as the researcher get from the field note on 20th January 2016 at 10.00.
9. Sharpen the ability to write. In addition to adding insight and knowledge, reading can also hone the writing skills. In addition to the insights you to write more extensive material, you can also learn the styles of writing another person to read it. Through reading you can get abundant wealth of ideas for writing. Like as from the interview on 28th January 2016. *The students can improve their understanding come from the first level who knows when they know the translation. The second level they can correlate with the other text and the high level when they understanding from the text and connected with the implicit and explicit meaning from what they read. The students who can connect the text that they read with the other occur will easy in writing ability. When they read in and get many knowledge they easy to make sentence and write what they want to show to the reader.*
10. Supports the ability to speak in public. Reading is an activity that will open up horizons and knowledge against the world. In addition to getting information about the events, read also able to increase the mindset, creativity and verbal skills, because reading will enrich the vocabulary and the power of words. Increased mindset, creativity and verbal skills will be very supportive in enhancing the ability to speak in public. From the interview of students on 3rd February 2016 they who have ability in reading will have brave to speak in public.
11. Improve concentration. People who love to read will have more brain concentration and focus. Because of this focus, the reader will have the ability to have full attention and practical in life. It also develops the objectivity and decision-making skills.

DISCUSSION

Based on research finding the researcher get two point there are: the practice how teacher using story grammar and the advantages. The data in this study was collected from the teacher as the main subject of the study. The teacher used story grammar strategy to make their students understand in the comprehension of reading especially in narrative text.

The teacher of MTs Al Ma'arif Tulungagung teaching narrative reading comprehension used story grammar strategy in first section are the teacher asks the class if they remember how stories usually start, the second teacher asks show a wall chart with story grammar maps and tell the students that most stories have many parts. Ask them to identify each part in the story. The third section teacher give practice time, students must tell the other story in front of the class.

There are the advantages of reading that the researcher got from the observation in classroom and interview the teacher a) bring joy to reading b) enhances the meaning with mental imagery c) Strengthens a reader's relationship to the narrative text d) Stimulates the imaginative thinking e) allow readers to create mental images from words to text f) to train the ability to think g) improving comprehension h) add insight and knowledge i) sharpen the ability to write j) support the ability to speak in public k) improve concentration. Here the researcher can show that story grammar strategy can make the students get advantages. It can be used at all levels. This strategy can not only improve reading comprehension, but also enhance students' vocabulary, writing, and imagination. Teacher gives narration how to understand in reading using story grammar strategy that he applied in the classroom. . Then it can motivate students to be proud with their work. It is appropriated to be used for students who work individually, pair, group or the whole class discussion. Furthermore, the information in framework based on the assignment. So, Story grammar is very helpful.

CONCLUTION AND SUGGESTION

Based on previous findings and discussion above, the researcher can conclude that story grammar strategy increases the comprehend to students in reading, especially reading comprehension in narrative text at MTs Al Ma'arif Tulungagung. The motivation makes all of students fight in reading comprehension, and it makes them more active, enthusiasm and interest to learn reading English as second language.

Based on the above conclusion, it is suggested that the English teacher must use various strategy in teaching reading comprehension. They also suggested making and using various ways to make their students more understanding when the students are reading, like as story grammar strategy. The creative teacher always uses new strategy and uses set the activities that can be done individual, pair and group, then they can apply what the instruction from the teacher.

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